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ABSTRACT

The fourth part of a 5-part Spanish course serves as a curriculum guide to accompany the basic text, "ALM Spanish," units 16 and 17. Emphasis on guided discussion and free conversation is maintained throughout the course. The guide focuses on six areas of language instruction: (1) listening, (2) speaking, (3) reading, (4) writing, (5) culture knowledge, and (6) student analysis of attitudes toward language learning. The guide is divided into five sections: (1) broad goals and performance objectives, which include a breakdown of the six areas of emphasis with practical suggestions on the teaching of each area; (2) course content, which lists the grammatical inventory for units 16 and 17; (3) suggested expansion of materials to accompany units 16 and 17; (4) sample evaluations for measuring performance objectives; and (5) references. (LG)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

FOREIGN LANGUAGE

PROGRESSING IN SPANISH PART 4
(7504.34)

FL005 213

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

ED 090782

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PROGRESSING IN SPANISH

PART 4

7504.34

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Division of Instruction
Dade County Public Schools
Miami, Florida
1972

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COURSE DESCRIPTION

The narratives of this course are amusing and interesting. Typical Spanish customs are presented while students learn the contrast of preterit and imperfect. Emphasis on guided discussion and free conversation is maintained through the course. Writing skills are enhanced. Basic content is that of ALM Spanish, First Edition, units 16, 17. Class activities are conducted in Spanish. This course is assigned for students who have controlled 7504.33 or equivalent material.

BROAD GOALS AND PERFORMANCE OBJECTIVES

These minimum objectives will be met with 70% proficiency by a majority of the class unless otherwise specified.

I. Listening Skills: According to his levels of maturity and achievement, the student will demonstrate by overt and/or spoken reaction his:

A. Understanding of the target language spoken at normal tempo.

Given orally ten incomplete sentences with three possible completions, the student will choose the correct one by circling a, b or c.

B. Comprehension of new arrangements of familiar content.

Given orally five groups of five sentences each, the student will choose in each group the three sequential sentences related to situations learned in these units by circling the proper letters from a to e.

C. Understanding of conversations based on everyday situations.

Given orally ten sentences based on different situations learned in these units, the student will indicate the situation by circling a, b or c (mercado, cárcel, baño, cocinilla, la pieza, corredor, patio, farmacia).

D. Inference of the meaning of words from the context in which he hears them.

1. Given ten groups of two sentences with the verbs querer, saber and estar used in the preterit and imperfect forms, the student will recognize the correct meaning previously given in English by circling a or b.

2. Given orally ten sentences with a word or expression previously given, the student will choose the synonyms from three possible ones by circling a, b or c.

E. Understanding of the standard target language when he hears it spoken with a variety of accents.

Given ten sentences on tape where different accents can be heard each one followed by three rejoinders, the student will choose the correct rejoinder by circling a, b or c.

II. Speaking Skills: According to his levels of maturity and achievement, the student will talk with intonation and pronunciation acceptable to the teacher. He will:

A. Imitate conversations of models at natural speed.

Given orally basic sentences included in this course, the student will imitate what is heard.

B. Speak understandably.

1. Given different situations in the market or in the house, the student will create a short conversation based on these situations.
2. Given orally ten questions on material learned, the student will answer them.
3. Given visual cues on material taught, the student will orally construct a short narrative.

C. Perform necessary changes in form and order by practicing these changes in structure drills and exercises.

1. Given oral replacements and translation drills, the student will restate the correct pattern or give the right translation.

2. Given item substitutions on the indefinite reflexive, and long form possessive adjectives, the student will restate the pattern orally, performing the necessary changes.

D. Manipulate previously mastered conversations by substitution and transformational processes.

1. Given a short dialog, the student will change all the items in the dialog which are feminine to masculine items, making all necessary changes.

2. Hearing a story with the action in the present, the student will retell the story in the past, utilizing the preterit and imperfect tenses.

3. Given orally a short conversation in the present progressive, the student will restate the conversation in the imperfect progressive.

E. Answer questions about his usual activities.

1. Given orally five sentences containing reflexive for unplanned occurrences, each one followed by three questions, the student will answer the questions making the necessary changes.

2. Given ten questions dealing with situations learned, the student will answer them correctly.

F. Ask questions about his usual activities.

Given visual cues on situations learned in this course, the student will ask at least five questions per situation.

G. Speak satisfactorily on topics within his range of development.

Given five different topics, the student will choose and converse about them for three minutes.

III. Reading Skills: According to his levels of maturity and achievement the pupil will demonstrate by oral or written reaction:

A. Skill of oral reading as evidenced by correct intonation and juncture.

Given selected paragraphs or narratives, the student will read them with correct intonation and juncture.

B. Skill of reading with direct comprehension of what has been mastered audiolingually.

1. Given narratives followed by questions related to material taught, students will answer questions orally showing comprehension of the material.
2. Given short narratives, the student will give the translation of the narrative in English.
3. Given short paragraphs or narratives followed by questions and answers, the student will match the questions and the answers.

C. Skill of reading specially written materials that introduce new vocabulary and grammar progressively.

1. Given short dialogues or narratives containing new vocabulary the student will identify the new words and comprehend the meaning by the context of the whole dialogue or narrative.

2. Given short paragraphs introducing new grammar, the student will read them and give the main idea in English.

IV. Writing Skills: According to his levels of maturity and achievement the student will:

A. Write from dictation the target language content which he has previously heard, spoken and read with 90% accuracy.

Given orally basic sentences from material taught, the student will write them with correct spelling and punctuation.

B. Write exercises requiring minimal structural changes.

1. Given a model sentence in the preterit form followed by personal pronouns as cues, the student will rewrite the sentence using the appropriate form of the verb.

2. Given five questions with respective answers in the present tense, the student will rewrite them in the preterit.

C. Demonstrate limited self-expression by working only with parts of a sentence.

1. Given five sentences in the imperfect tense the student will rewrite them in the imperfect progressive.
2. Given ten sentencesin the present progressive the student will rewrite them in the imperfect progressive.
3. Given twenty sentences with possessive adjectives, the student will rewrite them using the long form of possessive adjectives.
4. Given five sentences with object pronouns the student will rewrite the same sentences using object nouns and making all necessary changes.
5. Given one model sentence with verbs with stem changes in the preterit, followed by personal pronouns as cues, the student will rewrite the sentence making the necessary changes.

D. Write answers to oral questions or rejoinders to statements that have been practiced.

1. Given a narrative followed by ten oral questions the student will write the answers with correct spelling and word order.

2. Given ten statements already practiced, the student will write rejoinders with correct spelling and word order.

E. Construct original sentences following a model with a controlled vocabulary.

Given one model sentence and only one word as cue, the student will construct another sentence placing the given word correctly and making all other necessary changes.

F. Replace portions of sentences, keeping the sentence structure intact.

1. Given ten sentences with direct object nouns underlined, the student will rewrite the sentence changing the direct object noun to a pronoun.

2. Given ten sentences in the imperfect or preterit followed by a cue in English, the student will expand the sentence adding a clause with the verb in preterit or imperfect according to the cue given.

G. Rewrite a paragraph, changing one key structural element and making all other consequent necessary changes.

1. Given a paragraph, the student will fill in all the blanks with verbs in the preterit or the imperfect form depending upon which is required.

2. Given a short narrative with all verbs in the imperfect form, the student will rewrite it changing all the verbs to the imperfect progressive.

H. Write a directed narration.

Given a short narrative in English in sequential order, the student will write the narrative in Spanish following the sequential order given.

V. Knowledge of Culture: According to his levels of maturity and achievement, the student will:

A. Recognize differences and similarities between the patterns of his own culture and those of the target culture as evidenced by group discussions, oral reports or making of art.

1. Markets
2. Units of measurement
3. Forms of address
4. Universidad Católica of Santiago

B. Answer questions on the geography and culture of the countries emphasized in this course. Given ten he will answer eight.

C. Identify five contemporary values and behavior patterns of adolescents in the target culture when given ten from where to choose.

D. Demonstrate an attitude of sympathetic understanding toward the target culture, its people, and its language as evidenced by participation in group discussion, oral reports, or making of art.

VI. Attitude Changes: The student will:

A. Show awareness of various reasons for studying a foreign language.

1. Given discussion groups, the student will participate.

2. Offered special projects, the student will participate.

3. Given art projects, the student will participate.

B. Pursue actively further study of the target language and culture.

1. Given an opportunity, the student will join a language club.

2. Given different projects with which to work, the student will choose one and work on it.

3. Given the opportunity, the student will seek and correspond with a pen pal in the target country.

C. Sign up for further courses of language study.

COURSE CONTENT
Unit 16

1. Basic sentences
2. Reading selection: "En el mercado"
3. Indefinite reflexive without object, with object and verb agreement, and for unplanned occurrences
4. Irregular verbs with unstressed -e, -o, preterit endings (tener, estar, andar, hacer, querer, saber)
5. Special meaning of querer, saber, estar in preterit and imperfect
6. Imperfect progressive
7. Reading selection: "Aprendiendo a regatear"

Vocabulary

Expressions

¿A cómo me las dá?	¡Por Dios!
De vez en cuando	¿Qué se le ofrece?
Dolor de cabeza	¡Qué va!
En cambio	¡Si no te conociera!
¡Imposible!	¡Si todo el mundo fuera así!
Ni en broma	¡Tenga cuidado!
No más	Todo el mundo
Otra vez	Yo mismo

Nouns

acento
anoche
asilo de locos
aspecto
aspirina
broma
calidad
cambio
canasta
cárcel
centavo
cerdo
comentario
cuestión
cuidado
curiosidad
chisme
chuleta
desesperación
discusión
docena
dolor
entrada
fruta
futuro
huevo
kilo
limosna
lista
manzana
mercado
mundo
precio
propietario
puesto
realidad
robo
sorpresa
tomate
vecino
vendedor
verduras

Verbs

advertir
atender
barrer
confundir
contentarse
convencer
cultivar
chismear
darse prisa
depender de
discutir
engañar
exclamar
extrañar
ganar
imitar
indicar
llenar
mantener
observar
ofender
ofrecer
pagar
pedir limosna
poner atención
pretender
producir
regatear
responder
significar
tener cuidado

Adverbs

directamente
fácilmente
simplemente

Adjectives

especial
importado
imposible
perezoso
podrido

COURSE CONTENT
Unit 17

1. Basic sentences
2. Reading selection: "La vida cotidiana"
3. Preterit vs. imperfect
4. Long form possessives
5. Possessive pronouns
6. Position of direct and indirect object pronouns
7. I class verbs with changes in the stem: e→i, o→u, in the preterit
8. Reading selection: "La vida cotidiana", continuación

Vocabulary

Expressions

¡Apúrate!

Arreglar las camas

Darse un gusto

¡Déjame tranquila!

¡Estás loca!

Pintarse los labios

Poco a poco

¡Que sueño!

Todos los días

Nouns

actriz
aguafiestas
armario
auto
biombo
boca
borde
bufanda
cama
cartera
club
cocinilla
coro
corredor
correspondencia
dedo
entusiasmo
espejo
farmacia
frazada
fuego
interior
jabón
labio
locomotora
luz
llave
micro
oficina
olor
olla
pasajero
perdón
pieza
plato
portazo
quehacer
resto
sábana
salto
silencio
sopa
sueño
taza
té
teatro
tetera
tirón
toalla
tragaluz
vidrio

Verbs

acercarse
alistar
almorzar
asomar
calentar
callarse
dejarse caer
destapar
echar
empujarse
entregar
hervir
limpiar
ocupar
ordenar
peinarse
perdonar
pintar
ponerse
prender
quitar
repasar
retirar
sacudir
sentarse
separar
sorber
tener sueño
vender
vestirse

Adjectives		Adverbs	
arropado	juntos	ahorita	al lado
cotidiano	pálido		
débil	quemado	Conjunctions	
desgreñado	rígido	aunque	ni
educado	suyo		
enojado	telefónico		
flojo	tuyo		

SUGGESTED EXPANSION OF MATERIALS

It is recommended that the second edition of ALM Spanish materials be utilized for strengthening, reinforcement, and/or enrichment, according to individual needs of the students. The readings need careful study in order to correlate with the level of the learner's skills as per instruction from the first edition. The culture of the pictures certainly offers a rich source for research, discussion and role-playing.

SUGGESTED PROCEDURES

The following procedures have proven effective and are recommended to those who wish to vary their presentation as well as provide in-depth study of the content.

1. Create additional narratives
   a. Questions
   b. Completion exercises for comprehension
   c. Sentence construction exercises based on the narrative
   d. True-false statements related to narratives
   e. Matching exercises related to narratives.
2. Provide supplementary drills
3. Encourage personal narratives
4. Assign drawings of students' homes - Oral description before class
5. Simulate a market scene and enact a situation
6. Assign student to report orally on his "Vida Cotidiana"
7. Encourage research
   a. Retail marketing
   b. Culture
   c. Art
   d. Geography
   e. History of a certain period
   f. Contemporary life in Perú, etc.

SAMPLE OF EVALUATIONS

Listening Skills:

Sample instrument for measuring performance objective IC. The student will hear twice a sentence followed by three nouns. The student will choose a, b or c to indicate which choice identifies the place where the action of the sentence occurred.

1. El vendedor está barriendo el puesto.
   A. la cárcel
   B. el mercado
   C. el baño
2. Tomó el jabón y la toalla para lavarse.
   A. la farmacia
   B. la cocinilla
   C. el baño
3. El agua caliente había empezado a hervir.
   A. el patio
   B. la cocinilla
   C. el corredor

Speaking Skills:

Sample instrument for measuring performance objective IIC-1 The student will hear a sentence once and a cue. Then, using the cue he will form a new sentence following the model.

1. Se nos rompieron los discos. Esa casa es nuestra.

_____ la canasta.	___ tazas _____.
_____ las copas.	___ biombo _____.
_____ el libro.	___ coches _____.
_____ las ventanas.	___toalla _____.

Reading Skills:

Sample instrument for measuring performance objective IIIB-3. The student will read the following paragraph and match the question and answer columns.

Son las siete, es hora de levantarse. Rosa se levanta, va al baño a lavarse y vuelve al cuarto a vestirse. Despues se desayuna y sale de la casa para ir al mercado. En el mercado regatea con el vendedor y por fin ella sale ganando otra vez y se lleva todo lo que compró en su canasta.

1. ¿Qué hace Rosa despues de vestirse?	a. Rosa sale ganando
2. ¿Qué hace Rosa en el mercado?	b. Va a lavarse
3. ¿Quién sale ganando?	c. Se desayuna
4. ¿Adónde va Rosa al salir de la casa?	d. Regatea con el vendedor
5. ¿A qué va al baño Rosa?	e. Va al mercado
	f. Se levanta
	g. El vendedor sale ganando

Writing Skills:

Sample instrument for measuring performance objective IVF-2. The student will expand the basic sentence by adding a clause with the verb in the preterit or imperfect according to the cue given.

1. Ella estudiaba
   (something interrupts) _____

Knowledge of Culture:

Sample instrument for measuring performance objective V A.

The student will choose two of the topics and discuss the differences and similarities between the topics in the target culture and in his own.

1. markets
2. forms of address
3. units of measurement

Sample instrument for measuring performance objective V B.

Answer as many of the following questions as you can.

1. Name all the countries in Central America
2. Name all the South American countries where Spanish is is spoken
3. Name the inland countries of South America
4. Name at least three Spanish-speaking countries and their capitals
5. Name three Caribbean islands where Spanish is spoken
6. Name the mountain ranges of South America
7. What is "el micro"?

Attitude

Instrument for measuring performance objective VIA-2.

The teacher will offer during the first week many possible extra projects and encourage individual participation.

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